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ABSTRACT

The report is the first of several that will comprise a comprehensive plan for postsecondary education in South Carolina. It is in part a revision and update of planning guidelines established in 1972. Goals are set forth toward which all efforts are directed, and enrollments are projected through 1985 that reflect a continued but more modest increase in the number of students. Appropriate missions for institutions and sectors are set forth. (MSE)

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COMPREHENSIVE PLANNING FOR POSTSECONDARY EDUCATION IN SOUTH CAROLINA: GOALS, ENROLLMENT PROJECTIONS, AND INSTITUTIONAL MISSIONS

South Carolina

Postsecondary Education Planning Commission

HE009591

Columbia, South Carolina

January, 1978

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I. Introduction

In mid-1970, the Commission on Higher Education initiated a major planning effort to produce guidelines within which all sectors interested in postsecondary education could work together for the common good. The results were published in January 1972 as Goals for Higher Education to 1980 in South Carolina.

In early 1974, a major planning effort was initiated by the Commission to reflect the changing environment of postsecondary education, to update and revise Goals where necessary and to produce comprehensive plans to facilitate cooperation among the several segments which comprise the total system. This planning effort is being conducted under the aegis of the South Carolina Postsecondary Education Planning Commission, established by Executive Order of the Governor of South Carolina on July 23, 1974.

That Executive Order designated the South Carolina Commission on Higher Education, augmented to meet the requirements of Section 1202 of the Federal Higher Education Act of 1965, as amended, the South Carolina Postsecondary Education Planning Commission (the "1202 Commission"). The Executive Order provided that the "1202 Commission" would consist of 17 members of the South Carolina Commission on Higher Education, augmented by three additional persons -- the State Superintendent of Education, the Chairman of the Advisory Council of Private College Presidents, and a representative of proprietary education to be designated by the Governor. The Executive Order also designated the Chairman and the Executive Director of the Commission on Higher Education as Chairman and Executive Director, respectively, of the Planning Commission.

In comprehensive planning, the Planning Commission works cooperatively with institutions at all levels to improve and strengthen postsecondary education throughout the State. It is concerned with institutional and sector freedom, autonomy and aspirations on the one hand and with statewide needs on the other.

This document is the first of several publications which will comprise a comprehensive plan for postsecondary education. Section II sets forth goals for higher education toward which all efforts are directed. This section is essentially the same as the corresponding section of the 1972 Goals report. Section III projects enrollments in postsecondary education which reflect a continued increase in the number of students but at a much more modest rate than experienced in the recent past. Section IV sets forth appropriate missions for institutions and sectors. Future publications will address other aspects of comprehensive planning for postsecondary education.

Howard R. Boozer

II. Goals for Postsecondary Education in South Carolina*

Evaluation of the adequacy of the State's postsecondary education system must occur on the basis of the objectives to be achieved. In essence, higher education exists to provide opportunities for individuals to develop their intellectual capacities more effectively and to meet the needs of society for educated and trained personnel.

More explicitly, the postsecondary educational institutions were created to meet needs of the people of South Carolina, and are sustained for the purpose of providing the programs and services that respond to the requirements of South Carolinians. The State's postsecondary system exists to fulfill the hopes and aspirations of the citizens of the State and to that end seeks the following goals.

The primary goal of postsecondary education is to provide the opportunity for learning beyond the secondary school level for all who need or seek it. The system must include a diversity of programs to meet a wide range of needs; it must emphasize the transfer of knowledge but be undergirded with a sense of responsibility for the development of moral, spiritual and aesthetic values. The objective of learning is the development of essential knowledge, skills, attitudes and values necessary to live effectively in a democratic society.

It is a goal to reduce the socio-economic barriers to postsecondary education to ensure that the benefits of postsecondary training are not denied because of social environment or economic status. The issue is not one of lowering

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*Extracted from Goals for Higher Education to 1980. Summary, pp. 3-6, South Carolina Commission on Higher Education, January, 1972, and reaffirmed by the South Carolina Postsecondary Education Planning Commission in June, 1977.

standards, which must be maintained, but rather one of extending special programs to those with potential to meet standards.

It is a goal to improve the efficiency of postsecondary education as measured by the effective use of resources. The rising costs of education demand increased effectiveness in management at all levels and better accountability for the tax dollar. Maximum efficiency does not imply any decrease in quality; on the contrary, it is anticipated that increased efficiency will improve quality.

It is a goal to improve the quality of postsecondary education. Quality is admittedly difficult to measure, but it must be related to teaching and research effectiveness at a particular level. It is possible to have high quality programs for students of normal ability which differ from high quality programs tailored to the needs of the exceptional student. Quality is not necessarily measured only by facilities, faculty, programs or numbers of graduates, but as a minimum able teachers and adequate library resources are essential to high quality educational performance. The goal is to support each institution to perform its educational role with quality standards relevant to the assigned mission.

It is a goal to encourage research and creative activity by postsecondary educational institutions. Research is an essential element in post-baccalaureate education; it is vital to maintaining the health and vigor of graduate institutions. In fulfilling their educational missions, universities have made important contributions through research; the traditional role of research must be supported and encouraged.

It is a goal to better utilize the resources of postsecondary education in

public service. To an unprecedented degree, the State faces challenges and opportunities; how they are met can profoundly affect the future. In building the capability to carry out their primary missions, the institutions have acquired a high level of expertise in a wide variety of fields which has been applied to some degree to the affairs of the State. There must be greater application without significantly detracting from the primary mission of the institutions.

It is a goal to sustain among the citizens of the State an appreciation for the accomplishments of postsecondary education and an understanding of its commitment to improving the quality of life. The viability of the system depends directly on public support - with it, progress is possible; without it, decay is certain. Public support is neither inevitable nor constant. A great sense of pride among South Carolinians in their system of postsecondary education must be developed and maintained. A system of monitoring the output of educational institutions should be devised and communicated to the people of South Carolina. The graduates of public and non-public institutions should be encouraged to pursue their life's work within South Carolina to contribute toward improving the quality of life for all its citizens.

It is a goal to preserve a strong non-public sector of postsecondary education, recognizing the vital contribution made by the State's private and proprietary institutions and the adverse impact on the State if the load carried by them is significantly reduced. Rising costs are forcing these institutions to effect severe economies in operation and capital improvements to avoid unacceptable increases in tuition. At the same time public funds are being made available for essential operations and physical plant improvements at the public institutions. As the disparity of programs, physical plant, and tuition between

the systems grows, more and more students will inevitably turn to the public institutions. The goal is to maintain a reasonable share of total enrollment in postsecondary education in the non-public institutions and to assist these institutions in every legal manner in order that they may carry out their missions more effectively.

The essential elements of a workable structure for public postsecondary education already exist, with two-year institutions, State colleges, and three universities serving general, technical and health needs - a three-tier system. The role of the universities is to offer professional and graduate programs of the highest quality, also emphasizing research and public service, and undergraduate programs for students with above average potential. The state colleges provide basic liberal arts and science programs and a limited range of professional programs, usually including education and business administration. Graduate work should be offered only at the master's level, in specialized areas such as education, and usually of a continuing education nature. State colleges should be open to those high school graduates who have demonstrated a reasonable ability to perform college level work. The teaching role of the two-year institutions is twofold: to provide a wide range of occupational programs related to society's needs, and to offer two-year college parallel programs within commuting distance of as high a proportion of high school graduates as can be reached within the State's financial ability to support them. Students should be admitted to the two-year institutions under criteria less stringent than those at state colleges and universities, and remedial curricula should be offered for those students who need to improve their ability to perform satisfactorily in college-level courses. Costs to students at such institutions should be as low as possible.

III. Projected Degree-Credit Enrollments Through 1985 in South Carolina Colleges and Universities*

College and university enrollments in South Carolina, as elsewhere in the United States, increased dramatically in the last decade. There is now a widely shared conviction that the period of rapid growth is over. Indeed, in some parts of the United States, enrollments in colleges and universities are either stable or are actually decreasing in absolute terms.

The projection of enrollments is far from an exact science. For this reason, two independent projections have been made where the historical data permit. To the extent that two independent methods agree on the trends projected for the future, the confidence that can be placed in either is increased. Although the techniques for the two projections are different, and utilize different sets of data, both rely on the assumption that trends established in the recent past will be continued in the immediate future. Throughout, it has also been assumed that no major economic crises will occur, that the structure of the higher education systems in the State will not change, and that adequate financial support for higher education will be made available.

The first method employed, called the "age ratio" method, is based on the fact that a statistical correlation has existed in the past between college enrollments and the college-age population of the State. This correlation was measured, extrapolated into the future, and combined with a projection of the college-age population to yield projected enrollments. This method was applied separately to enrollments in the senior colleges

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*Extracted from Projected Degree-Credit Enrollments Through 1985 in South Carolina Colleges and Universities, pp. 1-7, South Carolina Commission on Higher Education, May 1977.

and universities, and a modified version was applied to institutions under the aegis of the State Board for Technical and Comprehensive Education.

The second method utilized available data on the progression of students from high school to and through college. It is called the "cohort survival" method. This method could not be applied to the Technical Education Colleges and Centers because historical data applicable to them do not exist.

The results yielded by both methods are summarized in the table below:

Table 1
Summary of Degree-Credit Enrollment Projections,
South Carolina

Year	Actual Headcount Enrollment	Projected Headcount Enrollment, All Institutions "Age Ratio"*	"Cohort Survival"*
1966	46,137		
1975	116,408		
1976	112,516		
1978		126,200	125,300
1980		139,400	134,800
1985		168,500	156,100

*--plus Modified Age Ratio for S.B.T.C.E. institutions.

The projected enrollments through 1985, by major sectors of the institutions, are shown in Figures 1 - 3.

Actual enrollment in senior and junior colleges and universities in the State very nearly doubled--the increase was 96 percent--between 1966 and 1975. These projections indicate that enrollment in these institutions will continue to increase in the 1976 to 1985 period, but at a substantially slower rate. The "age ratio" and "cohort survival" methods yield projected increases of 40 percent and 26 percent, respectively, in this period. Given the uncertainties inherent in such projections, the difference between the two is less significant than the fact that neither method projects a downturn in degree-credit enrollment in the foreseeable future. The important conclusion is that

both techniques indicate the probability of increasing enrollments, although at a much slower rate than in the recent past.

Projections of degree-credit enrollment in the public Technical Education Centers and Colleges are on less firm statistical grounds, primarily because of the comparative youth of this system. The estimates of future growth were made by assuming that the ratio of enrollment to population in that system would approach by 1984 that now projected for the U. S. as a whole. The result indicates an increase from 1976 to 1985 of 92 percent.

These projections for South Carolina are at variance with national trends currently foreseen by many authorities. For example, the U. S. Office of Education, using techniques identical to those used here, has estimated that total higher education enrollment in the United States will increase by 1981 by about 10 percent over the 1975 level, followed by a downturn resulting in a total 1984 enrollment about 5 percent larger than that prevailing in 1975.

The projected results in South Carolina are different because it is assumed that:

(1) the projected population of college age in South Carolina will continue to increase throughout most of the next decade, primarily because of a continuing net in-migration, and

(2) the projected numbers of high school graduates will continue to increase throughout most of the next decade, in spite of a downturn in the elementary school population which has already begun, because of immigration and a projected lower attrition rate in the public school system.

The staff of the Southern Regional Education Board has projected

total enrollments (degree-credit and non-degree-credit) for the region as well as for each of the 14 states within the region. The projection is that total enrollment in South Carolina will increase by 5% in 1980 over the 1975 figure, but will decrease by 10% in 1985 compared to 1980. This projection utilized an age-cohort method, similar but not identical to Projection A as described above, but utilized a different projection of the college-age population than that employed in this study. The population projection utilized by the SREB for South Carolina included a forecast that the rate of net in-migration of people to the State would decrease in the last half of this decade, and that net out-migration would begin again in the 1980's.

Figure 1

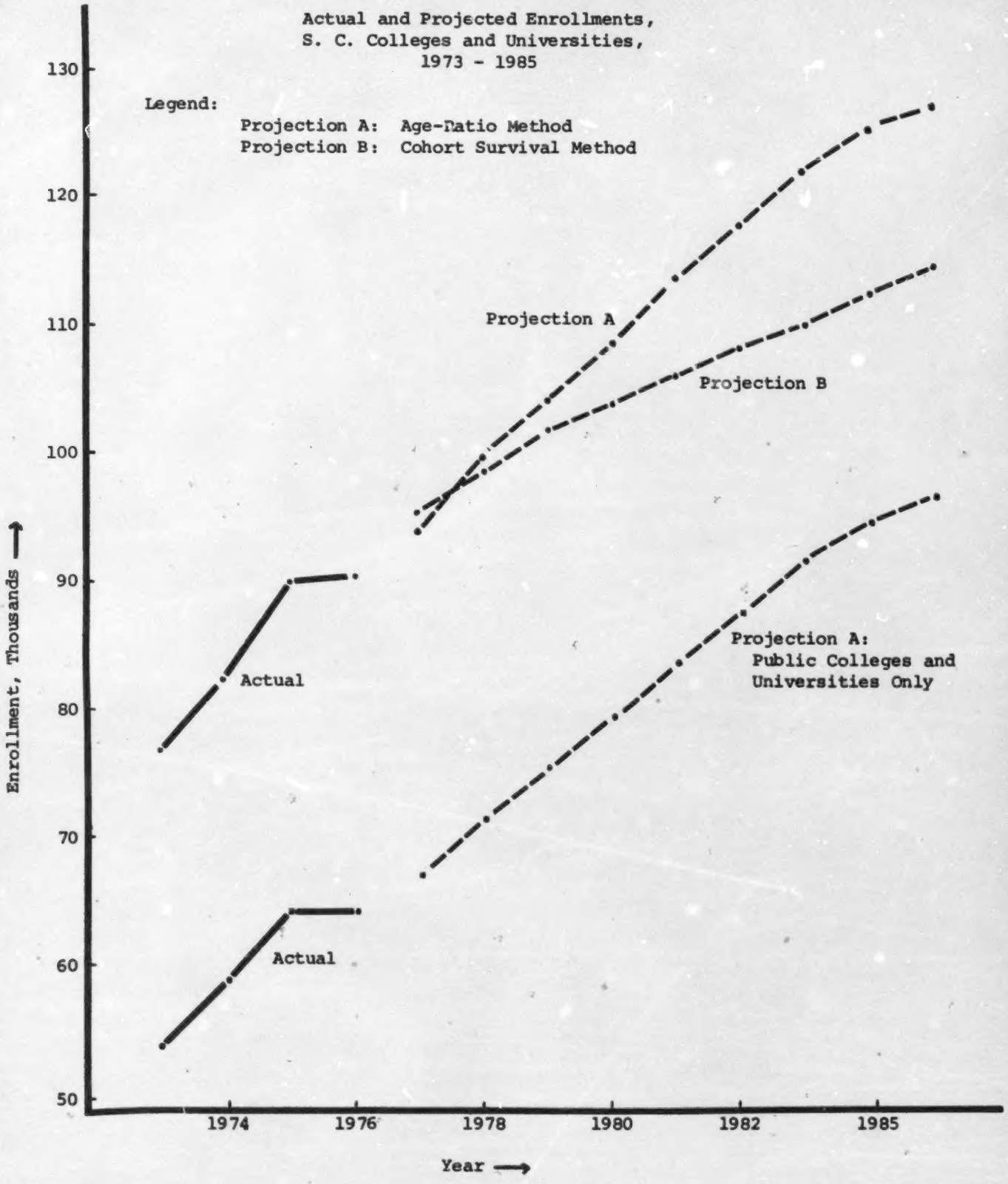

Actual and Projected Enrollments,
S. C. Colleges and Universities,
1973 - 1985
Legend:
Projection A: Age-Ratio Method
Projection B: Cohort Survival Method
Projection A
Projection B
Projection A:
Public Colleges and
Universities Only
Actual
Actual
Enrollment, Thousands
130
120
110
100
90
80
70
60
50
1974
1976
1978
1980
1982
1985
Year

Figure 2

Actual and Projected Degree-Credit Enrollments,
S. C. Technical Education Centers and Colleges,
1973 - 1985

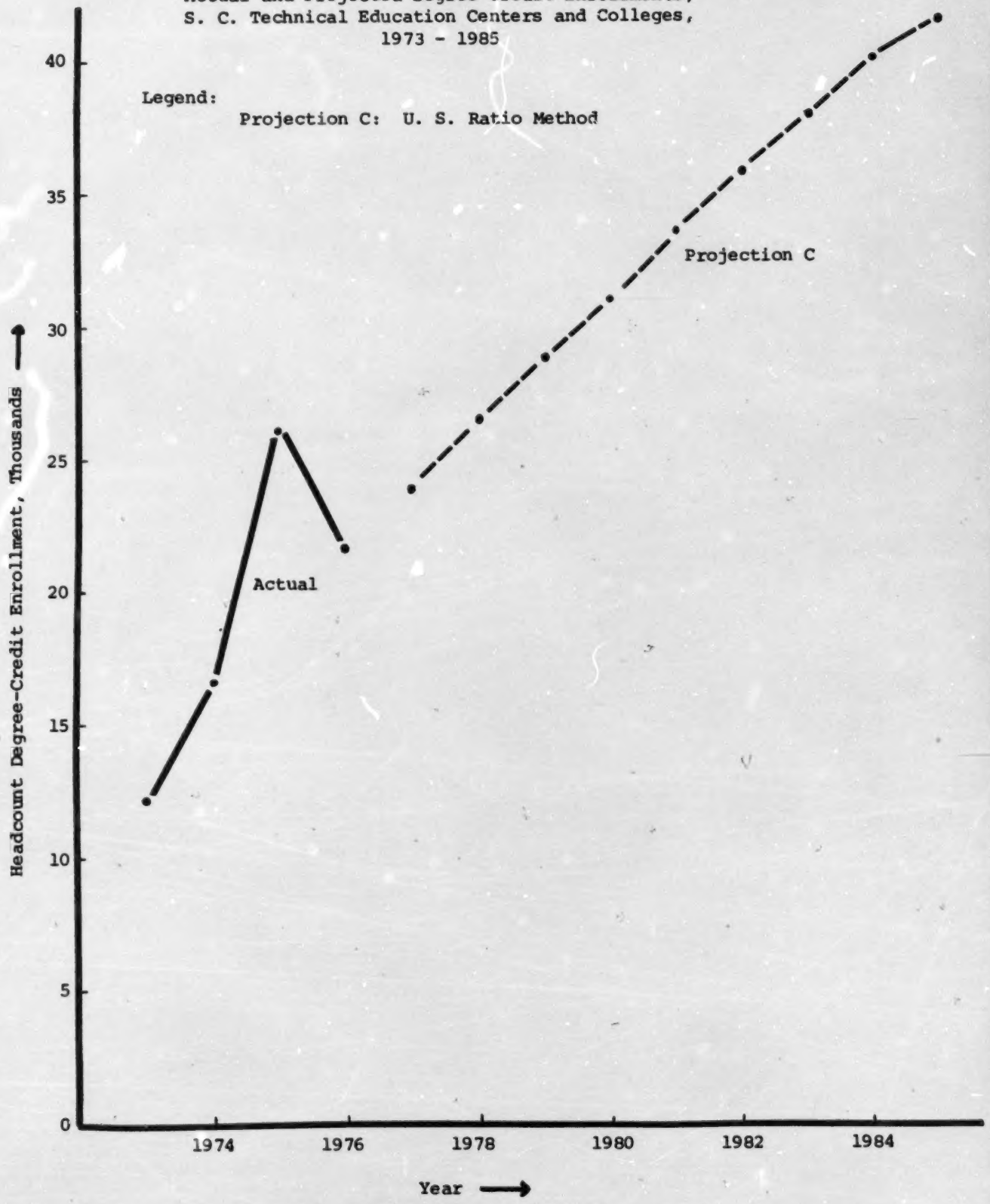
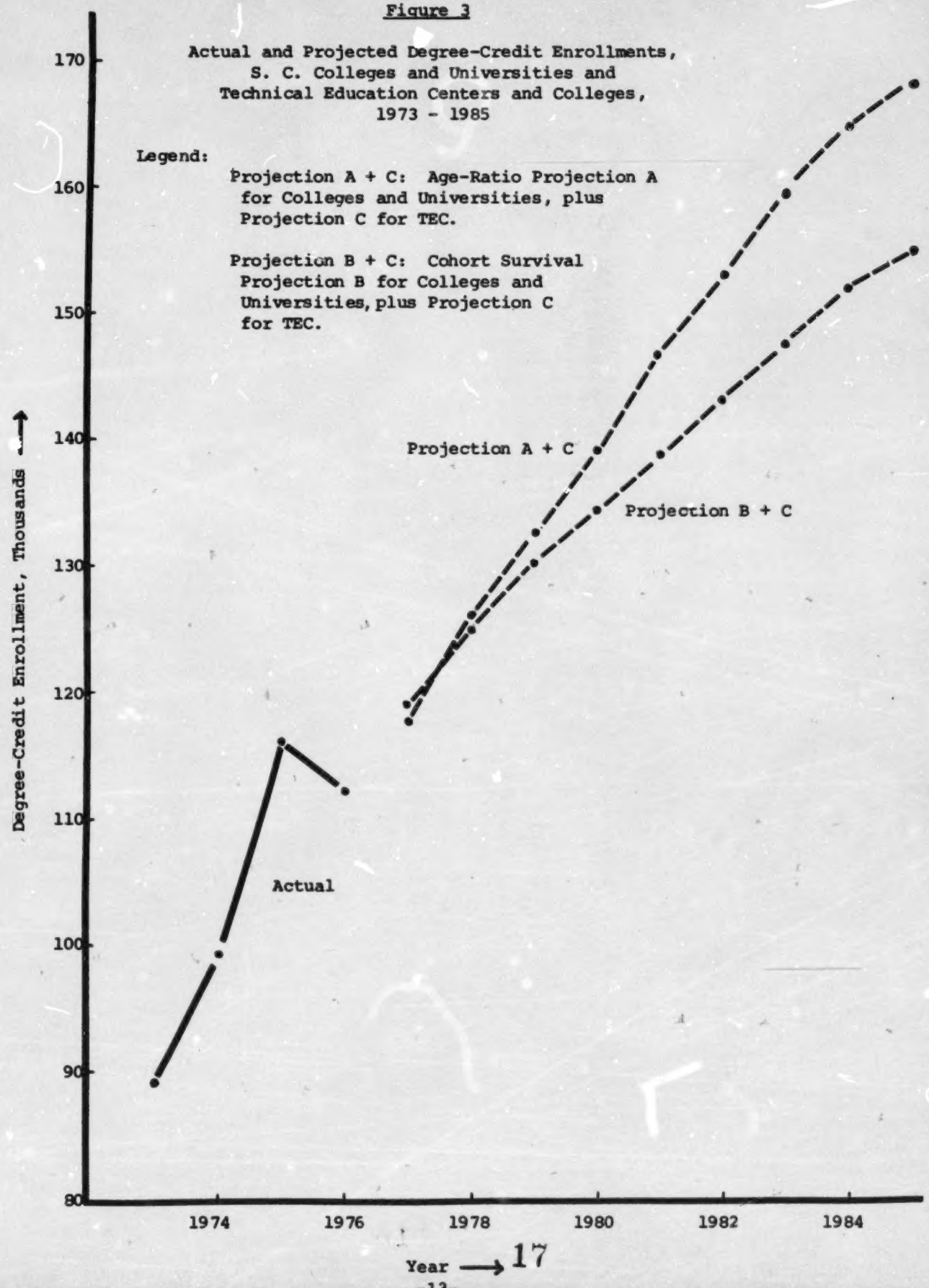


Figure 3

Actual and Projected Degree-Credit Enrollments,
S. C. Colleges and Universities and
Technical Education Centers and Colleges,
1973 - 1985



IV. Institutional Missions

Overview

There are 58 institutions of higher education in South Carolina--33 public and 25 private. Expansion of institutions and of services has been especially marked in the public sector during the last decade. Beginning with the founding of the University of South Carolina in 1801, the State system of higher education grew modestly for the next century. By 1924 the State system included six institutions--one university, a medical school, and four colleges, all of which served distinct purposes. Although enrollments in these institutions grew, and programs were adapted to changing needs of society, no new public institutions or systems were created for the next four decades. The needs of the State were met by those six institutions: the University of South Carolina, Clemson University, Medical University of South Carolina, The Citadel, South Carolina State College, and Winthrop College. In the early 1960's the number of institutions in the public sector began to increase, first with the establishment of two-year regional campuses of the University of South Carolina. A system of two-year technical education centers was begun in 1962, and now consists of 16 institutions offering programs up to and including the associate degree in a variety of fields.

Beginning in 1970, six new four-year public colleges have been added to the system. The College of Charleston (1970) and Lander College (1973) became public institutions, and Francis Marion College (1970) grew out of a two-year branch of the University of South Carolina. Three U.S.C. branches became four-year institutions--Coastal Carolina and Spartanburg (1975) and Aiken (1976).

The private sector of higher education has also remained vigorous throughout this period. In 1970 the State authorized a substantial program of grant assistance to residents electing to attend independent colleges within the State.

In addition, South Carolinians may avail themselves of other postsecondary opportunities made available by a number of proprietary institutions.

The Commission on Higher Education, the State agency charged with the responsibility for coordinating and planning in higher education, was created in 1967. In 1974, the Commission, suitably augmented to meet the requirements of federal legislation, was designated as the State Post-secondary Education Planning Commission.

The number and variety of institutions in the State require that it plan its current and future role in higher education with care. These circumstances also demand that each institution, and each system, carry out its own carefully defined mission in order to assure that the needs and aspirations of the State can be met with a minimum of duplication and with optimum efficiency. This requires that each institution carry out its assigned role within the context of a system of sister institutions, each respecting the capabilities and the missions of all other partners in the enterprise.

The Public Universities

Stated in broadest terms, the mission of any university is to provide undergraduate teaching, graduate instruction and research, and programs of public service. All three public universities in South Carolina may define their missions in these terms. It is imperative that, within these general guidelines, each university continue to focus its primary resources on specific missions, guided at least in part by history and tradition.

The Medical University of South Carolina currently provides the major single resource within the State for the training of health practitioners. Its mission must remain focused sharply on these programs, and on research and public service activities directly and clearly related to them. In addition to formal programs of education for physicians, dentists, pharmacists,

and nurses, the Medical University should continue to be the primary resource for the training of allied health specialists of various kinds, at the baccalaureate level and above.

The Medical University also provides post-baccalaureate programs leading to the doctorate in eight health-related fields. All of those currently offered are appropriate to the mission of the institution since they are related to the basic medical sciences. Since the Medical University is not a comprehensive general-purpose university, and since each of the existing graduate programs may benefit from the infusion of expertise in other related areas, the Medical University should also draw upon the resources of the other Charleston institutions.

The rapid evolution of the State's system of two- and four-year public colleges in recent years presents Clemson University and the University of South Carolina with an opportunity which they have not historically had: to turn primary attention to the quality and the diversity of postgraduate education and research, and to expanded opportunities for public service. Ten years ago, undergraduates seeking admission to baccalaureate degree programs in the public sector could choose among these two senior universities, a college for women, a college for Blacks, and a military college. Today the same student could choose among the three universities or nine senior public colleges only one of which retains a specialized role. This evolution provides the universities the opportunity to continue to establish more rigorous admissions criteria and to seek to attract only the most highly motivated and able students to their undergraduate student bodies. A stabilization of the rate of growth of the undergraduate student bodies at both institutions would free resources which could be applied to improving the quality of graduate and research programs and of public service activities.

Undergraduate degree programs at both universities are comprehensive and well developed. New undergraduate programs by either during the coming decade

should be considered only in the context of new opportunities in professional or para-professional areas of emerging interest, where the existence of graduate or professional programs in related areas on the same campus provide the necessary resources.

The continued economic and social development of the State and region will require increasingly sophisticated programs of high quality in both basic and applied research. The presence of such programs is essential if the State hopes to attract, and retain, high-technology business and industry essential to the future development of the State. Within the educational system, the prime responsibility for the provision of research and public service must rest with the universities that have the capabilities needed to respond. Therefore the research capabilities of the public universities, which are inextricably linked to the programs of graduate and professional education in each, are of increasing importance. Each university should continue to develop, to high levels of competence and of quality, those programs consistent with its mission.

At the same time, the universities need to remain sensitive to the fact that future career opportunities for most doctoral students will not lie predominantly in academic appointments, as has traditionally been the case for the majority. This means that some existing graduate programs may need to be re-examined, or reordered, and it surely means that the introduction of new graduate programs must be carefully planned and monitored.

At the graduate level, specialization and differentiation of role among the three universities must be continued and encouraged. That some differentiation of mission does exist is shown by inspection of Tables 1 and 2. In Table 1 are enumerated the graduate and first professional degree programs offered by each, ordered by a conventional division of major subject matter areas. In Table 2 are displayed the fractional graduate credit hour enrollments for Fall,

1977, similarly arranged.

In numerical terms, the largest proportion of postgraduate instruction at both the University of South Carolina and at Clemson University is in the field of education. At U.S.C. classroom instruction in education accounts for 25% of the graduate instructional effort. The next most popular area at this university is law (21%), followed by business and management (17%), and public affairs and the social sciences (5% each). Together these fields account for 74% of all graduate and first professional instruction. At Clemson, education (35%) is followed by engineering and the biological sciences (14% each), architecture (9%) and mathematics (7%). Together these fields account for 79% of all graduate and first professional instruction.

Apart from the field of education, the differing emphases of the two institutions are apparent.

The best interests of the State and of the region will be served if each of the senior universities continues this effort to delineate carefully its areas of expertise, if each is careful to respect the capabilities and the responsibilities of the other, and if joint efforts between the two can be arranged.

Clemson University should continue, at the graduate and professional levels, its emphases in agriculture and forestry, agricultural and industrial education, engineering, architecture, and textile sciences. This implies that certain of the basic sciences, such as biology, physics, chemistry and mathematics, as well as some of the management sciences, will also require continued emphasis at Clemson as support areas for these primary missions.

Clemson University has also long been assigned as the State agency responsible for certain regulatory functions relating to agriculture and agricultural products, as well as operating responsibility for the Cooperative Extension

Service of the U. S. Department of Agriculture.

The University of South Carolina at Columbia should continue, at the graduate and professional levels, its emphases on the fields of education, law, business and management, public affairs, social sciences and the basic sciences.

Some duplication of graduate programs between these universities has occurred, and some will continue to be necessary. In those cases, the institutions should work cooperatively to avoid needless duplication and to promote greater efficiency. A good example of the kinds of joint effort that can be accomplished is the collaborative work of both in conjunction with research activities at Hobcaw Barony. The potential for equivalent division of labor within on-going programs at each campus is impressive.

Establishment of the second school of medicine in the State, at the University of South Carolina, requires that programs of study in the medical sciences at U.S.C. and at the Medical University of South Carolina be closely coordinated.

The University of South Carolina at Columbia has maintained for a number of years two-year occupational programs which are now operated by its College of General Studies. At the time most of these programs were initiated, they represented on the part of the University a valid response to the need for such programs within the Columbia metropolitan area. Since their inception, Midlands Technical College has been established and prospers. Since such occupational programs are not normally found in senior universities and since they are more consistent with the mission of two-year institutions, the University should divest itself of these programs as soon as possible, transferring responsibility for them to the Midlands Technical College.

The State Colleges

There are now in operation, as noted earlier, nine four-year state colleges in South Carolina: College of Charleston, Francis Marion College, Lander College, South Carolina State College, The Citadel, Winthrop College, and three branches of the University of South Carolina at Aiken, at Conway, and at Spartanburg.

No additional senior colleges should be established unless an impartial and objective study by the Commission on Higher Education clearly indicates a need for such an expansion, which need cannot be met in another more efficient or economical way. Subject to such demonstrations of unmet need, no additional regional campuses should be authorized to offer upper-division work or the baccalaureate degree, no technical education centers or colleges should be authorized to offer upper-division work or the baccalaureate degree, and no independent colleges should be acquired by the public systems.

Each of the nine existing senior colleges should offer a reasonable spectrum of undergraduate degree programs, as appropriate for the State and for the geographic area served by each. In some instances, limited programs of graduate work at the master's degree level are authorized, primarily to serve continuing education needs of teachers and employees of local business and industry. None of these institutions should be authorized to award the doctoral degree.

The College of Charleston, in its urban setting, provides in the Charleston metropolitan area a general-purpose tax-supported college. Its enrollment is expected to consist of commuting students, with housing provided for a small number of residential students. Its 26 undergraduate programs are designed to serve this clientele and are reasonably complete. The College of Charleston also offers master's degree programs in marine biology, in three areas of

education, and in public affairs with a concentration in urban affairs. All of these are operated with the cooperation of fellow members of the Charleston Consortium.

Francis Marion College was designed to be a commuter institution to serve the Pee Dee area. Of its 22 baccalaureate degree programs, the most popular are those in business and in education. Except for a probable future decrease in the number of students opting for careers in education, as the market for new teaching positions becomes more restricted, few changes are anticipated in this role. The College also provides limited programs leading to the master's degree in six specialties in the field of education.

Lander College, added to the State system of four-year colleges in 1973, is designed to serve predominantly as a commuter-type institution, with provisions for a limited number of residential students. The College currently offers 23 different majors at the baccalaureate level. Alone among the established State colleges, Lander does not currently offer any graduate programs. The College's mission may in the future include limited offerings at the master's level, should unmet needs be demonstrated.

South Carolina State College is the State's only public college founded initially for Black students. It served this role well for nearly a century. As the State has moved to eliminate segregation in higher education, the College has become a general-purpose institution serving its area of the State. It now offers 34 degree programs at the baccalaureate level and six at the master's degree level. The College should be encouraged in its efforts to develop unusual programs of high quality that will assist it in serving its current mission as a regional institution.

The Citadel, the Military College of South Carolina, is a military college of arts and sciences and the only four-year college which may still be characterized as a specialized institution. Its prime mission is to provide

in a military environment a suitable educational program for the Corps of Cadets. This mission has historically justified the inclusion of programs in civil and electrical engineering, not normally found in a college of arts and sciences, among its 15 baccalaureate degree programs. The Citadel has also developed, from modest beginnings in 1968, 12 master's degree programs to serve the continuing education needs of teachers and of employees of local business and industry. Several of these programs are operated in conjunction with fellow members of the Charleston Consortium.

Winthrop College, after decades of service as the South Carolina College for Women, is now fully co-educational. Although minor adjustments in its program offerings may be contemplated, the institution already offers a wide spectrum of 38 baccalaureate and six associate degrees comprising its undergraduate programs, and a complement of 10 master's-level programs, chiefly in education, business, and the arts and sciences. With a broadened mission as a general-purpose four-year college serving its area of the State, no major shifts in its mission are considered to be necessary.

Three University of South Carolina branch campuses--those at Aiken, at Conway, and at Spartanburg--are now senior colleges authorized to offer baccalaureate degree programs to commuting students. These colleges should continue to serve as commuter institutions only, with no provision for residential students. The initial complement of ten to twelve programs at each is not unusual for new senior colleges. One specialized program, leading to the B. S. in Nursing, has been authorized for U.S.C. at Spartanburg to meet a need existing in that portion of the State. The addition of new baccalaureate degree programs at these three branches should be authorized only after careful study of the need which may exist and of any alternative methods of meeting whatever needs may be identified.

No master's degree programs or other post-baccalaureate programs should

be authorized at any of the U.S.C. branch campuses. The University of South Carolina at Columbia, in order to meet local needs of teachers and others in the areas served by its regional campuses and branches, utilizes the facilities and to some extent the faculties of these institutions to provide off-campus courses for degree credit.

Institutional Cooperation

The Commission on Higher Education in 1970 organized a formal consortium of institutions within the Charleston area. The Consortium members now include three public senior institutions (the Medical University, College of Charleston, and The Citadel), one private senior college (Baptist College at Charleston), one public two-year college (Trident Technical College), and the Marine Sciences Center of the State Department of Wildlife and Marine Resources. The Consortium is now a separately chartered entity, and an Executive Director has been appointed. New programs proposed by any of the Consortium members, including the private college, must be reviewed and approved by the chief academic officers and by the chief executives of the Consortium before submission to the Commission. Active cooperation in the sharing of library services and in some academic programs is being considered or is already taking place. The possibilities with respect to formal consortia should be explored in other areas where a number of postsecondary institutions are concentrated -- for example, in Spartanburg and in Columbia.

The potential for formal arrangements of another kind exists in the area of continuing education, particularly in the meeting of such needs for school teachers, and for professionals in other areas such as those related to health, business, and engineering. At present, the Commission's Advisory Committee on Graduate Teacher Education serves as a clearinghouse through

which institutions may share, in advance, schedules of in-service courses to be offered off-campus for teachers. An important element currently missing from this picture is any cooperative plan designed to meet the State's overall needs for in-service training on a systematic basis.

Bilateral cooperation between public, or public and private, institutions should be encouraged to meet demonstrated needs which one institution alone may not be able to satisfy. An outstanding example of this kind of cooperation exists in Greenville, where Clemson and Furman combine resources to provide a program leading to the master's degree in business administration. An example of another kind is a new master's degree program in Urban Affairs, to be operated jointly by the University of South Carolina and by the College of Charleston with the cooperation of other members of the Charleston Consortium.

Since the coastal waters are a valuable asset and an important part of the State's economy, continued interinstitutional cooperation in marine affairs should be especially encouraged.

Interstate cooperation has the potential of extending the range of services available to South Carolina residents. Winthrop College is a participant in a consortium of institutions within the Charlotte area. The potential for cooperation between the University of South Carolina at Aiken and Augusta College should be explored.

Through involvement in activities of the Southern Regional Education Board, South Carolina institutions are able to coordinate their programs with others in the region. The costly error of duplicating expensive programs that may not be needed in each state of the region should be avoided, especially at graduate and professional levels.

Two-Year Postsecondary Institutions

Two-year postsecondary education in South Carolina has expanded rapidly during the last decade. The State now has 16 two-year technical institutions so located that more than 95 percent of the State's population resides within 30 miles of at least one such institution. These institutions offer programs up through the associate degree, the objective of most being to provide students with marketable skills. Six of these have been authorized to offer college parallel programs. The system of regional campuses, and branches, of the University of South Carolina, which offer lower division courses and programs, provides additional two-year public higher education over approximately two-thirds of the area of the State. Five two-year private institutions, all located in the Piedmont, provide an additional alternative to students.

Within the public sector, the separate missions of technical institutions and of regional campuses should be clearly delineated and cooperative efforts which eliminate unnecessary overlapping of functions should be expanded.

Specifically, technical institutions should not offer the first two years of traditional college programs when these serve geographic areas which are also served by U.S.C. regional campuses or by State-supported senior institutions. This concept need not necessarily apply in major urban areas, or where the public senior institution is a major university rather than a State college. Where possible, technical institutions should use the resources of the regional campuses, or of senior institutions, to provide general education courses. University campuses and public senior colleges which are in proximity to technical institutions should not offer occupationally oriented associate degree programs but should transfer such programs as exist to technical institutions which serve the same geographic area.

The contributions of private institutions must also be carefully considered before the introduction of new associate degree programs in any public institutions.

Students who do not meet admissions criteria of the senior institutions should have the opportunity to make up deficiencies, and demonstrate abilities, in two-year college programs before transferring to senior institutions to complete baccalaureate degrees. The senior colleges should have admissions criteria which require entering students to exhibit basic skills and aptitudes. Remedial and developmental studies do not belong in the senior institutions except on an extremely limited scale.

Two-year institutions should offer extension or off-campus work outside of the community in which they are situated only if there is a demonstrated need for the courses, and if no other public or private institution closer to the extension location is capable of offering similar courses. Each such extension location should be considered as temporary. No purchase, construction, or acceptance of ownership of extension facilities should be allowed unless the site first receives approval from the Commission on Higher Education as a permanent branch.

Tuition and fees for institutions in these public two-year systems should be more nearly equalized so that students may make educational decisions based primarily on their interests and capabilities rather than on their financial resources. Required annual fees at some technical institutions already approach those charged to students at some State colleges. The suggested equalization may be accomplished by a reduction in fees charged to students at university regional campuses together with a slight increase in maximum fees charged by some of the technical institutions. Guidance and counseling programs should be strengthened throughout the two-year sector so that students can gain a better understanding of their capabilities

and of their career goals. The placement of well-counseled students into programs which have been designed with care should increase the chances of students' success and reduce attrition.

The Independent Sector

The independent sector of higher education in South Carolina is made up of 25 separate colleges and universities. Of these, 20 are senior institutions, and five are two-year colleges. The 20 senior institutions include one bible college and one separate theological seminary. The remaining 18 are general-purpose liberal arts colleges.

In common with their counterparts elsewhere, in both public and private sectors, these colleges have responded to changing societal needs by instituting pre-professional and career-oriented courses and programs. The first of these generally added were for the preparation of teachers. Other career-oriented programs, such as those in business or some of the newer interdisciplinary programs such as those in criminal justice, have been and will be undertaken by these institutions in the future as the needs of society require it and as the capabilities of each enable it to respond. These trends have the result that professional or pre-professional programs at the baccalaureate level are not the sole province of either the public or of the independent sectors, but are shared by both.

The historical development of higher education in South Carolina has been such that post-baccalaureate education within the State is found almost wholly in the public sector. Within the independent sector, Furman University, Bob Jones University, and Converse College each offer limited programs through the master's degree level for the training of teachers. Furman, in cooperation with Clemson University, offers a master's degree in business administration,

as has been noted earlier. Converse College provides master's degree programs in music. Bob Jones University and Columbia Bible College offer doctoral programs in certain theological specialties. No major changes are anticipated in these missions. Post-baccalaureate programs will continue to be provided largely through the public sector.

The mission of the two-year institutions in the private sector is primarily to provide the first two years of a liberal arts college curriculum. These institutions continue to provide limited occupational programs in a few areas such as in secretarial science.

The institutions in the private sector provide no less a public service than those in the public sector, despite differences in the locus of governance and in principal sources of support. Close cooperation between the independently governed colleges in the private sector and the tax-supported institutions is imperative if the needs of the State are to be appropriately met. To best serve the citizens, such cooperative efforts must preserve the philosophical and historical differences which exist between independent and public education.

The establishment of regional planning consortia in population centers, mentioned earlier, would encourage further voluntary cooperation between public and private colleges. These consortia could assist the Commission by reviewing proposed programs as is currently done in the Charleston area. They would provide a channel of communication among all institutions serving a specific geographic area. Consideration should also be given to cooperative arrangements in several areas of college services to the benefit of both public and private institutions.

Legislation should be developed that would permit and encourage appropriate agencies of the State to contract for educational services in areas of the State where specific needs are not being met or where a broader range of services could be provided by public and independent institutions working together. The capacity

and ability of the various private colleges to provide needed services at lower cost to the State than would be required for new faculty and physical facilities at public institutions should be thoroughly investigated prior to inauguration of such services.

The State should not assume the operation of any private institution which may find itself in financial or other difficulty unless an objective study impartially carried out by the Commission on Higher Education indicates that it would serve the best long-term interests of the State to do so.

Recognizing the public service function of the private sector, the State provides three programs of indirect assistance to the independent institutions. The South Carolina Tuition Grants program provides need-based grants to residents electing to attend any of 19 eligible private South Carolina institutions. Private institutions are permitted to make bulk purchases at a savings through the General Services Division of State government. They may avail themselves of low-interest revenues bonds for capital construction.

Table 2

Number of Graduate and First Professional Degree Programs
in Public Universities,
Fall, 1977

	Master's and First Professional Programs (No.)			Doctoral Programs (No.)		
	Clemson U.	USC-Cola.	MUSC	CU	USC	MUSC
Agriculture & Nat. Resources	8			2		
Architecture & Env. Design	2					
Biological Sciences	8	2	7	7	2	8
Business & Management	1	4			1	
Communications		2				
Computer & Information Sci.		1				
Education	7	21			11	
Engineering	14	4		11	4	
Fine & Applied Arts	1	7				
Foreign Languages		3				
Health Professions	1	15	4			
Law		1				
Letters	1	4			3	
Library Science		1				
Mathematics	1	1		1	1	
Physical Science	4	5		3	3	
Psychology		2			3	
Public Affairs & Service	1	4				
Social Sciences	2	10			4	
TOTAL	50	87	11	24	32	8

Table 3

Distribution of Graduate and First Professional
Course Enrollments by Field,
Fall, 1977

Field	Clemson (%)	Univ. of S. C. (%)	Medical Univ. of S. C. (%)
Agriculture	6.1		
Architecture	8.6		
Biological Sciences	13.5	1.7	7.8
Business and Management	0.1	17.0	
Communications		1.1	
Computer Science		0.8	
Education	35.4	25.5	
Engineering	14.3	2.3	
Fine and Applied Arts	1.6	3.6	
Foreign Languages		0.8	
Health Professions	1.3	2.9	92.2
Law		21.1	
Letters	2.7	2.6	
Library Science		2.0	
Mathematics	6.7	1.3	
Physical Sciences	5.6	3.8	
Psychology		2.8	
Public Affairs	1.6	5.3	
Social Sciences	2.5	5.3	
TOTAL	100.00	100.00	100.00
Total Semester Credit Hours	13,372	47,804	13,448

Notes